Journal of Curriculum and Supervision

COMBINED INDEX TO VOLUMES 1, 2, 3, AND 4

Author Index

Agne, Russell M., and Edward R. Ducharme, New Incentives for Public School–Higher Education Partnerships (*Perspectives and Imperatives*), 3 (Summer 1988): 335–343

Alexander, Gary, Science, Religion, and the Myth of Creation, 1 (Summer 1986): 294–304

Alexander, William M., Toward Schools in the Middle: Progress and Problems, 2 (Summer 1987): 314–329

Anderson, Douglas H., and Richard D. Kimpston, Factors Affecting Teachers' and Principals' Stages of Concern Over Carrying Out Benchmark Testing, 3 (Summer 1988): 321–334

Anderson, Douglas H., and Richard D. Kimpston, The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors Toward Curriculum Planning, 1 (Winter 1986): 100–110

Anderson, Robert H., Unanswered Questions About the Effect of Supervision on Teacher Behavior (*A Research Agenda*), 4 (Summer 1989): 291–297

Andrews, Sharon Vincz, Changing Research Perspectives: A Critical Study of Elliot Eisner, 4 (Winter 1989): 106–125

Atkins, Elaine, The Deliberative Process: An Analysis From Three Perspectives, 1 (Summer 1986): 265–293

Bear, Mary, Virginia Macagnoni, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79

Bear, Mary, Virginia Macagnoni, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261

Beer, Valorie, and David D. Marsh, A Non-School Curriculum Model Illustrated in a Museum Setting, 3 (Spring 1988): 221–239

Ben-Peretz, Miriam, and Moshe Silberstein, The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, 3 (Fall 1987): 29–44

Berman, Louise M., Problematic Curriculum Development: Normative Inquiry in Curriculum, 3 (Summer 1988): 271–294

Berman, Louise M., Re-searching, Rethinking, and Reordering Curriculum Priorities (*Perspectives and Imperatives*), 1 (Fall 1985): 66–71

Beyer, Landon E., Critical Theory and the Art of Teaching, 1 (Spring 1986): 221–232

Beyer, Landon E., The Social and Educational Conditions for Democracy (*Perspectives and Imperatives*), 4 (Winter 1989): 178–186

Blumberg, Arthur, Where We Came From: Notes on Supervision in the 1840s, 1 (Fall 1985): 56–65

Bolin, Frances S., Does a Community of Scholars in Supervision Exist? 3 (Summer 1988): 296–307

Bolin, Frances S., On Defining Supervision (*Perspectives and Imperatives*), 2 (Summer 1987): 368–380

Bowyer, Jane, Lee A. Turner-Muecke, and Tom Russell, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49

Brimfield, Renée M. B., Imagination, Rigor, and Caring: One Framework for Educational Reform (*Perspectives and Imperatives*), 3 (Spring 1988): 253–262

Brubaker, Dale L., with Gayle Brookbank, James B. Macdonald: A Bibliography, 1 (Spring 1986): 215–220

Burke, Peter J., and Ralph Fessler, Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model (*Are You Doing Inquiry Along These Lines?*), 2 (Summer 1987): 381–389

Chism, Nancy, and Lynne Hannay, The Potential of Teacher Transfer in Fostering Professional Development, 3 (Winter 1988): 122–135

Clandinin, D. Jean, and F. Michael Connelly, Inquiry Into Schooling: Diverse Perspectives, 2 (Summer 1987): 295–313

Cohen, David, The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning (*Are You Doing Inquiry Along These Lines?*), 2 (Spring 1987): 285–289

Connelly, F. Michael, and D. Jean Clandinin, Inquiry Into Schooling: Diverse Perspectives, 2 (Summer 1987): 295–313

Cornbleth, Catherine, Curriculum In and Out of Context, 3 (Winter 1988): 85–96

Dawson, Don, Education in an Era of High Unemployment: A Curricular Response (*Perspectives and Imperatives*), 2 (Winter 1987): 193–199
Dillon, J. T., The Problems/Methods/Solutions of Curriculum Inquiry, 1 (Fall 1985): 18–26
Donmoyer, Robert, Theory, Practice, and the Double-Edged Problem of Idiosyncracy (*A Research Agenda*), 4 (Spring 1989): 257–270
Ducharme, Edward R., and Russell M. Agne, New Incentives for Public School–Higher Education Partnerships (*Perspectives and Imperatives*), 3 (Summer 1988): 335–343
Ennis, Catherine D., Conceptual Frameworks as a Foundation for the Study of Operational Curriculum, 2 (Fall 1986): 25–39
Fessler, Ralph, and Peter J. Burke, Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model (*Are You Doing Inquiry Along These Lines?*), 2 (Summer 1987): 381–389
Fielding, Glen, Describing Curriculum Development From the Inside Out (*Are You Doing Inquiry Along These Lines?*), 4 (Winter 1989): 187–196
Flinders, David J., Teacher Isolation and the New Reform, 4 (Fall 1988): 17–29
Francis, Patricia, and Robert F. McNergney, Clinical Teacher Development Revisited, 1 (Spring 1986): 197–204
Frymier, Jack, A Study of Children's Interests in Words, 2 (Winter 1987): 128–151
Garman, Noreen B., Clinical Supervision: Quackery or Remedy for Professional Development (*Perspectives and Imperatives*), 1 (Winter 1986): 148–157
Garman, Noreen B., Reflection, the Heart of Clinical Supervision: A Modern Rationale for Professional Practice, 2 (Fall 1986): 1–24
Garman, Noreen B., Carl D. Glickman, Madeline Hunter, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177
Gaynor, Alan K., An Open Letter to Thomas J. Sergiovanni, 1 (Summer 1986): 344–345
Gibboney, Richard A., Just Words: Talking Your Way Past Reform to Educational Renewal, 4 (Spring 1989): 230–245
Gideonse. Hendrik D., Practitioner-Oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure (*Perspectives and Imperatives*), 4 (Fall 1988): 65–76
Gitlin, Andrew, Educative School Change: Lived Experiences in Horizontal Evaluation, 4 (Summer 1989): 322–339
Glickman, Carl D., Noreen B. Garman, Madeline Hunter, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177
Goldenberg, Claude, Kenneth A. Sirotnik, and Jeannie Oakes, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330
Goldsberry, Lee E, The Reflective Mindscape, 1 (Summer 1986): 347–352
Goodman, Jesse, The Disenfranchisement of Elementary Teachers and Strategies for Resistance, 3 (Spring 1988): 201–220
Gose, Michael D., Citation Studies: Influential Curriculum Writers (*Are You Doing Inquiry Along These Lines?*), 1 (Summer 1986): 341–343
Greene, Maxine, Reflection and Passion in Teaching (*Perspectives and Imperatives*), 2 (Fall 1986): 68–81
Griffin, Gary A., Clinical Teacher Education (*Monograph Excerpt*), 2 (Spring 1987): 248–274
Grimmett, Peter P., The Role of District Supervisors in the Implementation of Peer Coaching, 3 (Fall 1987): 3–28
Haggerson, Nelson L., Noreen B. Garman, Carl D. Glickman, and Madeline Hunter, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177
Hannay, Lynne, and Nancy Chism, The Potential of Teacher Transfer in Fostering Professional Development, 3 (Winter 1988): 122–135
Harris, Ilene B., An Exploration of the Role of Theories in Communication for Guiding Practitioners, 1 (Fall 1985): 27–55
Hazi, Helen M., Measurement Versus Supervisory Judgment: The Case of *Sweeney V. Turlington*, 4 (Spring 1989): 211–229
Holland, Patricia E., Implicit Assumptions About the Supervisory Conference: A Review and Analysis of Literature, 4 (Summer 1989): 362–379
Holland, Patricia E., Keeping Faith With Cogan: Current Theorizing in a Maturing

Practice of Clinical Supervision, 3 (Winter 1988): 97–108
Holland, Patricia E., Reading Between the Lines: Exploring the Supervisory Conference Through Discourse Analysis (*Are You Doing Inquiry Along These Lines?*), 4 (Summer 1989): 380–381
Howey, Kenneth R., and Nancy L. Zimpher, Adapting Supervisory Practices to Different Orientations of Teaching Competence, 2 (Winter 1987): 101–127
Huber, Tonya, STS: Bonding Humanities and Technology (*Are You Doing Inquiry Along These Lines?*), 3 (Summer 1988): 344–347
Huber, Tonya, and James F. Nolan, Nurturing the Reflective Practitioner Through Instructional Supervision: A Review of the Literature, 4 (Winter 1989): 126–145
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1984, 2 (Fall 1986): 91–98
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1985, 3 (Fall 1987): 75–84
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Curriculum: 1986, 4 (Fall): 86–91
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1984, 2 (Spring 1987): 290–294
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1985, 3 (Spring 1988): 265–268
Huenecke, Dorothy, Abstracts of Selected Doctoral Dissertations in Supervision: 1986, 4 (Spring 1989): 286–290
Hunter, Madeline, Noreen B. Garman, Carl D. Glickman, and Nelson L. Haggerson, Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, 2 (Winter 1987): 152–177
Kaufman, Barry A., Ecology of Teacher Development (*Are You Doing Inquiry Along These Lines?*), 4 (Fall 1988): 77–85
Kimpston, Richard D., and Douglas H. Anderson, Factors Affecting Teachers' and Principals' Stages of Concern Over Carrying Out Benchmark Testing, 3 (Summer 1988): 321–334
Kimpston, Richard D., and Douglas H. Anderson, The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors Toward Curriculum Planning, 1 (Winter 1986): 100–110
Kimpston, Richard D., and Karen B. Rogers, The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views About Curriculum Development: A Case Study, 2 (Spring 1987): 203–220
King, Nancy R., When Educators Study Play in Schools, 1 (Spring 1986): 233–246
King, Scott E., Inquiry Into the Hidden Curriculum (*Are You Doing Inquiry Along These Lines?*), 2 (Fall 1986): 82–90
Kliebard, Herbert M., A Century of Growing Antagonism in High School–College Relations (*Perspectives and Imperatives*), 3 (Fall 1987): 61–70
Knoff, Howard M., Clinical Supervision, Consultation, and Counseling: A Comparative Analysis for Supervisors and Other Educational Leaders, 3 (Spring 1988): 240–252
Koopman, G. Robert, The Thread of Humanism in the History of American Education, 2 (Spring 1987): 233–247
Kridel, Craig, and Laurel N. Tanner, The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary (*Are You Doing Inquiry Along These Lines?*), 3 (Fall 1987): 71–74
Lewis, Mary E., Continuation of a Curriculum Innovation: Salient and Alterable Variables, 4 (Fall 1988): 52–64
Macagnoni, Virginia, Mary Bear, and Mary Phillips, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261
Macagnoni, Virginia, Mary Phillips, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79
McCutcheon, Gail, and Donald P. Sanders, The Development of Practical Theories of Teaching, 2 (Fall 1986): 50–67
Macdonald, James B., The Domain of Curriculum, 1 (Spring 1986): 205–214
Macdonald, James B., and David E. Purpel, Curriculum and Planning: Visions and Metaphors, 2 (Winter 1987): 178–192
McKernan, Jim, The Countenance of Curriculum Action Research: Traditional, Collaborative, and Emancipatory-Critical Conceptions, 3 (Spring 1988): 173–200
MacNaughton, Robert H., and Saundra J. Tracy, Clinical Supervision and the Emerging Conflict Between the Neo-Traditionalists and the Neo-Progressives, 4 (Spring 1989): 246–256
McNergney, Robert F., and Patricia Francis, Clinical Teacher Development Revisited, 1 (Spring 1986): 197–204

Marsh, David D., and Valorie Beer, A Non-School Curriculum Model Illustrated in a Museum Setting, 3 (Spring 1988): 221–239
May, Wanda T., and Nancy L. Zimpher, An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, 1 (Winter 1986): 83–99
Melnick, Carol R., and William H. Schubert, Study of the "Outside Curriculum" of Students' Lives (*Are You Doing Inquiry Along These Lines?*), 2 (Winter 1987): 200–202
Miller, Janet L., Women as Teachers: Enlarging Conversations on Gender and Self-Concept, 1 (Winter 1986): 111–121
Miller, John P., Atomism, Pragmatism, Holism, 1 (Spring 1986): 175–196
Nolan, James F., and Tonya Huber, Nurturing the Reflective Practitioner Through Instructional Supervision: A Review of the Literature, 4 (Winter 1989): 126–145
Oakes, Jeannie, Kenneth A. Sirotnik, and Claude Goldenberg, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330
Okeafor, Karen R., and Marybeth G. Poole, The Effects of Teacher Efficacy and Interactions Among Educators on Curriculum Implementation, 4 (Winter 1989): 146–161
Overly, Norman V., WCCI Research Call (*Are You Doing Inquiry Along These Lines?*), 3 (Winter 1988): 168–171
Pajak, Edward F., Instructional Supervision (*Are You Doing Inquiry Along These Lines?*), 3 (Spring 1988): 263–264
Pajak, Edward F., Psychoanalysis, Teaching, and Supervision, 1 (Winter 1986): 122–131
Passow, A. Harry, Uniformity and Diversity: Curricular and Instructional Issues, 2 (Summer 1987): 342–353
Phillips, Mary, Virginia Macagnoni, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, 1 (Fall 1985): 74–79
Phillips, Mary, Virginia Macagnoni, and Mary Bear, Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, 1 (Spring 1986): 255–261
Pinar, William F., The Reconceptualization of Currriculum Studies, 1987: A Personal Retrospective (*Perspectives and Imperatives*) 3 (Winter 1988): 157–167
Poole, Marybeth G., and Karen R. Okeafor, The Effects of Teacher Efficacy and Interactions Among Educators on Curriculum Implementation, 4 (Winter 1989): 146–161
Portelli, John P., On Defining Curriculum (*Perspectives and Imperatives*), 2 (Summer 1987): 354–367
Posner, George J., Making Sense of Diversity: The Current State of Curriculum Research, 4 (Summer 1989): 340–361
Purpel, David E., and James B. Macdonald, Curriculum and Planning: Visions and Metaphors, 2 (Winter 1987): 178–192
Raywid, Mary Anne, Charles A. Tesconi, Jr., and Donald R. Warren, Pride and Promise: Schools of Excellence for All the People (*Document Excerpts*), 1 (Winter 1986): 160–170
Reid, William A., The Institutional Context of Curriculum Deliberation (*A Research Agenda*), 4 (Fall 1988): 3–16
Roderick, Jessie A., Dialogue Writing: Context for Reflecting on Self as Teacher and Researcher, 1 (Summer 1986): 305–315
Rogers, Karen B., and Richard D. Kimpston, The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views About Curriculum Development: A Case Study, 2 (Spring 1987): 203–220
Rogers, Joseph A., Dimensionalism: The Missing Element in American Schooling (*Perspectives and Imperatives*), 1 (Spring 1986): 247–252
Rudduck, Jean, Changing the World of the Classroom by Understanding It: A Review of Some Aspects of the Work of Lawrence Stenhouse, 4 (Fall 1988): 30–42
Russell, Tom, Lee A. Turner-Muecke, and Jane Bowyer, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49
Ryan, Alan G., Truth Wrought in Tales: An Exploration of How Case-Study Evaluations Are Received by Those Participating in the Process, 2 (Summer 1987): 330–341
Sanders, Donald P., and Gail McCutcheon, The Development of Practical Theories of Teaching, 2 (Fall 1986): 50–67
Schubert, William H., Curriculum Research Controversy: A Special Case of a General Problem, 1 (Winter 1986): 132–147
Schubert, William H., Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision (*Are You Doing Inquiry Along These Lines?*), 4 (Spring 1989): 282–285
Schubert, William H., and Carol R. Melnick, Study of the "Outside Curriculum" of Students' Lives (*Are You Doing Inquiry*

Along These Lines?), 2 (Winter 1987): 200–202
Sergiovanni, Thomas J., Landscapes, Mindscapes, and Reflective Practice in Supervision, 1 (Fall 1985): 5–17
Sergiovanni, Thomas J., Science and Scientism in Supervision and Teaching, 4 (Winter 1989): 93–105
Sergiovanni, Thomas J., Sergiovanni's Reply to Gaynor's Letter, 1 (Summer 1986): 346
Sergiovanni, Thomas J., The Metaphorical Use of Theories and Models in Supervision: Building a Science, 2 (Spring 1987): 221–232
Sergiovanni, Thomas J., Understanding Reflective Practice, 1 (Summer 1986): 353–359
Short, Edmund C., Are You Doing Inquiry Along These Lines? 1 (Fall 1985): 72–73
Short, Edmund C., Are You Doing Inquiry Along These Lines? 1 (Winter 1986): 158–159
Short, Edmund C., Whence Research? Whither the *Journal*? An Editorial, 4 (Fall 1988): 1–2
Silberstein, Moshe, and Miriam Ben-Peretz, The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, 3 (Fall 1987): 29–44
Sirotnik, Kenneth A., Claude Goldenberg, and Jeannie Oakes, Teachers Meet Technology: Computer Courseware Authoring in Schools, 1 (Summer 1986): 316–330
Skilbeck, Malcolm, Revitalizing the Core Curriculum, 4 (Spring 1989): 197–210
Smyth, W. John, A "Critical" Perspective for Clinical Supervision, 3 (Winter 1988): 136–156
Smyth, W. John, An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study (*A Research Agenda*), 4 (Winter 1989): 162–177
Smyth, W. John, Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, 1 (Summer 1986): 331–340
Starratt, Robert J., Knowing at the Level of Sympathy: A Curriculum Challenge (*Perspectives and Imperatives*), 4 (Spring 1989): 271–281
Stenhouse, Lawrence, Artistry and Teaching: The Teacher as Focus of Research and Development, 4 (Fall 1988): 43–51
Tanner, Laurel N., and Craig Kridel, The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary (*Are You Doing Inquiry Along These Lines?*), 3 (Fall 1987): 71–74
Tesconi, Charles A., Jr., Donald R. Warren, and Mary Anne Raywid, Pride and Promise: Schools of Excellence for All the People (*Document Excerpts*), 1 (Winter 1986): 160–170
Thornton, Stephen J., Curriculum Consonance in United States History Classrooms, 3 (Summer 1988): 308–320
Tracy, Saundra J., and Robert H. MacNaughton, Clinical Supervision and the Emerging Conflict Between the Neo-Traditionalists and the Neo-Progressives, 4 (Spring 1989): 246–256
Trumbull, Deborah J., On Changing Perspective: An Examination of Teachers' Dilemmas, 3 (Fall 1987): 45–60
Turner-Muecke, Lee A., Tom Russell, and Jane Bowyer, Reflection-in-Action: Case Study of a Clinical Supervisor, 2 (Fall 1986): 40–49
Warren, Donald R., Charles A. Tesconi, Jr., and Mary Anne Raywid, Pride and Promise: Schools of Excellence for All the People (*Document Excerpts*), 1 (Winter 1986): 160–170
Webb, Clark D., Ordering Metacognition Studies (*Are You Doing Inquiry Along These Lines?*), 1 (Spring 1986): 253–254
White, Jane J., The Power of Politeness in the Classroom: Cultural Codes That Create and Constrain Knowledge Construction, 4 (Summer 1989): 298–321
Young, Jean H., Teacher Participation in Curriculum Development: What Status Does It Have? 3 (Winter 1988): 109–121
Zahorik, John A., Teaching: Rules, Research, Beauty, and Creation (*Perspectives and Imperatives*), 2 (Spring 1987): 275–284
Zimpher, Nancy L., and Kenneth R. Howey, Adapting Supervisory Practices to Different Orientations of Teaching Competence, 2 (Winter 1987): 101–127
Zimpher, Nancy L., and Wanda T. May, An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, 1 (Winter 1986): 83–99

Title Index

Abstracts of Selected Doctoral Dissertations in Curriculum: 1983–1984, Virginia Macagnoni, Mary Phillips, and Mary Bear, 1 (Fall 1985): 74–79
Abstracts of Selected Doctoral Dissertations in Curriculum: 1984, Dorothy Huenecke, 2 (Fall 1986): 91–98

Abstracts of Selected Doctoral Dissertations in Curriculum: 1985, Dorothy Huenecke, 3 (Fall 1987): 75–84
Abstracts of Selected Doctoral Dissertations in Curriculum: 1986, Dorothy Huenecke, 4 (Fall 1988): 86–91
Abstracts of Selected Doctoral Dissertations in Supervision: 1983–1984, Virginia Macagnoni, Mary Bear, and Mary Phillips, 1 (Spring 1986): 255–261
Abstracts of Selected Doctoral Dissertations in Supervision: 1984, Dorothy Huenecke, 2 (Spring 1987): 290–294
Abstracts of Selected Doctoral Dissertations in Supervision: 1985, Dorothy Huenecke, 3 (Spring 1988): 265–268
Abstracts of Selected Doctoral Dissertations in Supervision: 1986, Dorothy Huenecke, 4 (Spring 1989): 286–290
Adapting Supervisory Practices to Different Orientations of Teaching Competence, Nancy L. Zimpher and Kenneth R. Howey, 2 (Winter 1987): 101–127
An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study (*A Research Agenda*), W. John Smyth, 4 (Winter 1989): 162–177
Are You Doing Inquiry Along These Lines? Edmund C. Short, 1 (Fall 1985): 72–73
Are You Doing Inquiry Along These Lines? Edmund C. Short, 1 (Winter 1986): 158–159
Are You Doing Inquiry Along These Lines? Citation Studies: Influential Curriculum Writers, Michael D. Gose, 1 (Summer 1986): 341–343
Are You Doing Inquiry Along These Lines? Describing Curriculum Development From the Inside Out, Glen Fielding, 4 (Winter 1989): 187–196
Are You Doing Inquiry Along These Lines? Ecology of Teacher Development, Barry A. Kaufman, 4 (Fall 1988): 77–85
Are You Doing Inquiry Along These Lines? Inquiry Into the Hidden Curriculum, Scott E. King, 2 (Fall 1986): 82–90
Are You Doing Inquiry Along These Lines? Instructional Supervision, Edward F. Pajak, 3 (Spring 1988): 263–264
Are You Doing Inquiry Along These Lines? Ordering Metacognition Studies, Clark D. Webb, 1 (Spring 1986): 253–254
Are You Doing Inquiry Along These Lines? Reading Between the Lines: Exploring the Supervisory Conference Through Discourse Analysis, Patricia E. Holland, 4 (Summer 1989): 380–381
Are You Doing Inquiry Along These Lines? STS: Bonding Humanities and Technology, Tonya Huber, 3 (Summer 1988): 344–347
Are You Doing Inquiry Along These Lines? Study of the "Outside Curriculum" of Students' Lives, William H. Schubert and Carol R. Melnick, 2 (Winter 1987): 200–202
Are You Doing Inquiry Along These Lines? Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model, Ralph Fessler and Peter J. Burke, 2 (Summer 1987): 381–389
Are You Doing Inquiry Along These Lines? Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision, William H. Schubert, 4 (Spring 1989): 282–285
Are You Doing Inquiry Along These Lines? The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary, Craig Kridel and Laurel N. Tanner, 3 (Fall 1987): 71–74
Are You Doing Inquiry Along These Lines? The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning, David Cohen, 2 (Spring 1987): 285–289
Are You Doing Inquiry Along These Lines? WCCI Research Call, Norman V. Overly, 3 (Winter 1988): 168–171
Artistry and Teaching: The Teacher as Focus of Research and Development, Lawrence Stenhouse, 4 (Fall 1988): 43–51
Atomism, Pragmatism, Holism, John P. Miller, 1 (Spring 1986): 175–196
A Century of Growing Antagonism in High School–College Relations (*Perspectives and Imperatives*), Herbert M. Kliebard, 3 (Fall 1987): 61–70
On Changing Perspective: An Examination of Teachers' Dilemmas, Deborah J. Trumbull, 3 (Fall 1987): 45–60
Changing Research Perspectives: A Critical Study of Elliot Eisner, 4 (Winter 1989): 106–125
Changing the World of the Classroom by Understanding It: A Review of Some Aspects of the Work of Lawrence Stenhouse, Jean Rudduck, 4 (Fall 1988): 30–42
Citation Studies: Influential Curriculum Writers (*Are You Doing Inquiry Along These Lines?*), Michael D. Gose, 1 (Summer 1986): 341–343
Clinical Supervision and the Emerging Conflict Between the Neo-Traditionalists and the Neo-Progressives, Saundra J. Tracy

and Robert H. MacNaughton, 4 (Spring 1989): 246–256
Clinical Supervision, Consultation, and Counseling: A Comparative Analysis for Supervisors and Other Educational Leaders, Howard M. Knoff, 3 (Spring 1988): 240–252
Clinical Supervision: Quackery or Remedy for Professional Development (*Perspectives and Imperatives*), Noreen B. Garman, 1 (Winter 1986): 148–157
Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, W. John Smyth, 1 (Summer 1986): 331–340
Clinical Teacher Development Revisited, Robert F. McNergney and Patricia Francis, 1 (Spring 1986): 197–204
Clinical Teacher Education (*Monograph Excerpt*), Gary A. Griffin, 2 (Spring 1987): 248–274
The Concept of Teacher Autonomy in Curriculum Materials: An Operative Interpretation, Moshe Silberstein and Miriam Ben-Peretz, 3 (Fall 1987): 29–44
Conceptual Frameworks as a Foundation for the Study of Operational Curriculum, Catherine D. Ennis, 2 (Fall 1986): 25–39
Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point and Counterpoint, Noreen B. Garman, Carl D. Glickman, Madeline Hunter, and Nelson L. Haggerson, 2 (Winter 1987): 152–177
Continuation of a Curriculum Innovation: Salient and Alterable Variables, Mary E. Lewis, 4 (Fall 1988): 52–64
The Countenance of Curriculum Action Research: Traditional, Collaborative, and Emancipatory-Critical Conceptions, Jim McKernan, 3 (Spring 1988): 173–200
A "Critical" Perspective for Clinical Supervision, W. John Smyth, 3 (Winter 1988): 136–156
Critical Theory and the Art of Teaching: Landon E. Beyer, 1 (Spring 1986): 221–232
Curriculum and Planning: Visions and Metaphors, James B. Macdonald and David E. Purpel, 2 (Winter 1987): 178–192
Curriculum Consonance in United States History Classrooms, Stephen J. Thornton, 3 (Summer 1988): 308–320
Curriculum In and Out of Context, Catherine Cornbleth, 3 (Winter 1988): 85–96
Curriculum Research Controversy: A Special Case of a General Problem, William H. Schubert, 1 (Winter 1986): 132–147
On Defining Curriculum (*Perspectives and Imperatives*), John P. Portelli, 2 (Summer 1987): 354–367
On Defining Supervision (*Perspectives and Imperatives*), Frances S. Bolin, 2 (Summer 1987): 368–380
The Deliberative Process: An Analysis From Three Perspectives, Elaine Atkins, 1 (Summer 1986): 265–293
Describing Curriculum Development From the Inside Out (*Are You Doing Inquiry Along These Lines?*), Glen Fielding, 4 (Winter 1989): 187–196
The Development of Practical Theories of Teaching, Donald P. Sanders and Gail McCutcheon, 2 (Fall 1986): 50–67
Dialogue Writing: Context for Reflecting on Self as Teacher and Researcher, Jessie A. Roderick, 1 (Summer 1986): 305–315
Dimensionalism: The Missing Element in American Schooling (*Perspectives and Imperatives*), Joseph A. Rogers, 1 (Spring 1986): 247–252
The Disenfranchisement of Elementary Teachers and Strategies for Resistance, Jesse Goodman, 3 (Spring 1988): 201–220
Document Excerpts: Pride and Promise: Schools of Excellence for All the People, Charles A. Tesconi, Jr., Donald R. Warren, and Mary Anne Raywid, 1 (Winter 1986): 160–170
Does a Community of Scholars in Supervision Exist? Frances S. Bolin, 3 (Summer 1988): 296–307
The Domain of Curriculum, James B. Macdonald, 1 (Spring 1986): 205–214
Ecology of Teacher Development (*Are You Doing Inquiry Along These Lines?*), 4 (Fall 1988): 77–8[illegible]
Education in an Era of High Unemployment: A Curricular Response (*Perspectives and Imperatives*), Don Dawson, 2 (Winter 1987): 193–199
Educative School Change: Lived Experiences in Horizontal Evaluation, Andrew Gitlin, 4 (Summer 1989): 322–339
The Effects of Teacher Efficacy and Interactions Among Educators on Curriculum Implementation, Marybeth G. Poole and Karen R. Okeafor, 4 (Winter 1989): 146–161
An Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision, Wanda T. May and Nancy L. Zimpher, 1 (Winter 1986): 83–99
An Exploration of the Role of Theories in Communication for Guiding Practitioners, Ilene B. Harris, 1 (Fall 1985): 27–55
Factors Affecting Teachers' and Principals' Stages of Concern Over Carrying Out

Benchmark Testing, Richard D. Kimpston and Douglas H. Anderson, 3 (Summer 1988): 321–334
Imagination, Rigor, and Caring: One Framework for Educational Reform (*Perspectives and Imperatives*), Renée M. B. Brimfield, 3 (Spring 1988): 253–262
Implicit Assumptions About the Supervisory Conference: A Review and Analysis of Literature, Patricia E. Holland, 4 (Summer 1989): 362–379
The Influence of Prior Perspectives, Differences in Participatory Roles, and Degree of Participation on Views About Curriculum Development: A Case Study, Richard D. Kimpston and Karen B. Rogers, 2 (Spring 1987): 203–220
Inquiry Into Schooling: Diverse Perspectives, D. Jean Clandinin and F. Michael Connelly, 2 (Summer 1987): 295–313
Inquiry Into the Hidden Curriculum (*Are You Doing Inquiry Along These Lines?*), Scott E. King, 2 (Fall 1986): 82–90
The Institutional Context of Curriculum Deliberation (*A Research Agenda*), William A. Reid, 4 (Fall 1988): 3–16
Instructional Supervision (*Are You Doing Inquiry Along These Lines?*), Edward F. Pajak, 3 (Spring 1988): 263–264
James B. Macdonald: A Bibliography, Dale L. Brubaker, with Gayle Brookbank, 1 (Spring 1986): 215–220
Just Words: Talking Your Way Past Reform to Educational Renewal, Richard A. Gibboney, 4 (Spring 1989): 230–245
Keeping Faith With Cogan: Current Theorizing in a Maturing Practice of Clinical Supervision, Patricia E. Holland, 3 (Winter 1988) 97–108
Knowing at the Level of Sympathy: A Curriculum Challenge (*Perspectives and Imperatives*), Robert J. Starratt, 4 (Spring 1989): 271–281
Landscapes, Mindscapes, and Reflective Practice in Supervision, Thomas J. Sergiovanni, 1 (Fall 1985): 5–17
The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors Toward Curriculum Planning, Richard D. Kimpston and Douglas H. Anderson, 1 (Winter 1986): 100–110
Making Sense of Diversity: The Current State of Curriculum Research, George J. Posner, 4 (Summer 1989): 340–361
Measurement Versus Supervisory Judgment: The Case of *Sweeney V. Turlington*, Helen M. Hazi, 4 (Spring 1989): 211–229
The Metaphorical Use of Theories and Models in Supervision: Building a Science, Thomas J. Sergiovanni, 2 (Spring 1987): 221–232
Monograph Excerpt: Clinical Teacher Evaluation, Gary A. Griffin, 2 (Spring 1987): 248–274
New Incentives for Public School–Higher Education Partnerships (*Perspectives and Imperatives*), Russell M. Agne and Edward R. Ducharme, 3 (Summer 1988): 335–343
A Non-School Curriculum Model Illustrated in a Museum Setting, Valorie Beer and David D. Marsh, 3 (Spring 1988): 221–239
Nurturing the Reflective Practitioner Through Instructional Supervision: A Review of the Literature, James F. Nolan and Tonya Huber, 4 (Winter 1989): 126–145
An Open Letter to Thomas J. Sergiovanni, Alan K. Gaynor, 1 (Summer 1986): 344–345
Ordering Metacognition Studies (*Are You Doing Inquiry Along These Lines?*), Clark D. Webb, 1 (Spring 1986): 253–254
Perspectives and Imperatives: A Century of Growing Antagonism in High School–College Relations, Herbert M. Kliebard, 3 (Fall 1987): 61–70
Perspectives and Imperatives: Clinical Supervision: Quackery or Remedy for Professional Development, Noreen B. Garman, 1 (Winter 1986): 148–157
Perspectives and Imperatives: Clinical Supervision: Technocratic Mindedness, or Emancipatory Learning, W. John Smyth, 1 (Summer 1986): 331–340
Perspectives and Imperatives: Dimensionalism: The Missing Element in American Schooling, Joseph A. Rogers, 1 (Spring 1986): 247–252
Perspectives and Imperatives: Education in an Era of High Unemployment: A Curricular Response, Don Dawson, 2 (Winter 1987): 193–199
Perspectives and Imperatives: Imagination, Rigor, and Caring: One Framework for Educational Reform, Renée M. B. Brimfield, 3 (Spring 1988): 253–262
Perspectives and Imperatives: Knowing at the Level of Sympathy: A Curriculum Challenge, Robert J. Starratt, 4 (Spring 1989): 271–281
Perspectives and Imperatives: New Incentives for Public School–Higher Education Partnerships, Russell M. Agne and Edward R. Ducharme, 3 (Summer 1988): 335–343
Perspectives and Imperatives: On Defining Curriculum, John P. Portelli, 2 (Summer 1987): 354–367

Perspectives and Imperatives: On Defining Supervision, Frances S. Bolin, 2 (Summer 1987): 368–380
Perspectives and Imperatives: Practitioner-Oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure, Hendrik D. Gideonse, 4 (Fall 1988): 65–76
Perspectives and Imperatives: Reflection and Passion in Teaching, Maxine Greene, 2 (Fall 1986): 68–81
Perspectives and Imperatives: Re-searching, Rethinking, and Reordering Curriculum Priorities, Louise M. Berman, 1 (Fall 1985): 66–71
Perspectives and Imperatives: Teaching: Rules, Research, Beauty, and Creation, John A. Zahorik, 2 (Spring 1987): 275–284
Perspectives and Imperatives: The Reconceptualization of Curriculum Studies, 1987: A Personal Retrospective, William F. Pinar, 3 (Winter 1988): 157–167
Perspectives and Imperatives: The Social and Educational Conditions for Democracy, Landon E. Beyer, 4 (Winter 1989): 178–186
The Potential of Teacher Transfer in Fostering Professional Development, Lynne Hannay and Nancy Chism, 3 (Winter 1988): 122–135
The Power of Politeness in the Classroom: Cultural Codes That Create and Constrain Knowledge Construction, Jane J. White, 4 (Summer 1989): 298–321
Practitioner-Oriented Inquiry by Teachers: Meaning, Justification, and Implications for School Structure (*Perspectives and Imperatives*), Hendrik D. Gideonse, 4 (Fall 1988): 65–76
Pride and Promise: Schools of Excellence for All the People (*Document Excerpts*), Charles A. Tesconi, Jr., Donald R. Warren, and Mary Anne Raywid, 1 (Winter 1986): 160–170
Problematic Curriculum Development: Normative Inquiry in Curriculum, Louise M. Berman, 3 (Summer 1988): 271–294
The Problems/Methods/Solutions of Curriculum Inquiry, J. T. Dillon, 1 (Fall 1985): 18–26
Psychoanalysis, Teaching, and Supervision, Edward F. Pajak, 1 (Winter 1986): 122–131
Reading Between the Lines: Exploring the Supervisory Conference Through Discourse Analysis (*Are You Doing Inquiry Along These Lines?*), Patricia E. Holland, 4 (Summer 1989): 380–381
The Reconceptualization of Curriculum Studies, 1987: A Personal Retrospective (*Perspectives and Imperatives*), William F. Pinar, 3 (Winter 1988): 157–167
Reflection and Passion in Teaching (*Perspectives and Imperatives*), Maxine Greene, 2 (Fall 1986): 68–81
Reflection-in-Action: Case Study of a Clinical Supervisor, Lee A. Turner-Muecke, Tom Russell, and Jane Bowyer, 2 (Fall 1986): 40–49
Reflection, the Heart of Clinical Supervision: A Modern Rationale for Professional Practice, Noreen B. Garman, 2 (Fall 1986): 1–24
The Reflective Mindscape, Lee F. Goldsberry, 1 (Summer 1986): 347–352
A Research Agenda: An Alternative Vision and an "Educative" Agenda for Supervision as a Field of Study, W. John Smyth, 4 (Winter 1989): 162–177
A Research Agenda: The Institutional Context of Curriculum Deliberation, William A. Reid, 4 (Fall 1988): 3–16
A Research Agenda: Theory, Practice, and the Double-Edged Problem of Idiosyncracy, Robert Donmoyer, 4 (Spring 1989): 257–270
A Research Agenda: Unanswered Questions About the Effect of Supervision on Teacher Behavior, Robert H. Anderson, 4 (Summer 1989): 291–297
Re-searching, Rethinking, and Reordering Curriculum Priorities (*Perspectives and Imperatives*), Louise M. Berman, 1 (Fall 1985): 66–71
Revitalizing the Core Curriculum, Malcolm Skilbeck, 4 (Spring 1989): 197–210
The Role of District Supervisors in the Implementation of Peer Coaching, Peter P. Grimmett, 3 (Fall 1987): 3–28
Science and Scientism in Supervision and Teaching, Thomas J. Sergiovanni, 4 (Winter 1989): 93–105
Science, Religion, and the Myth of Creation, Gary Alexander, 1 (Summer 1986): 294–304
Sergiovanni's Reply to Gaynor's Letter, Thomas J. Sergiovanni, 1 (Summer 1986): 346
The Social and Educational Conditions for Democracy (*Perspectives and Imperatives*), Landon E. Beyer, 4 (Winter 1989): 178–186
STS: Bonding Humanities and Technology (*Are You Doing Inquiry Along These Lines?*), Tonya Huber, 3 (Summer 1988): 344–347
A Study of Children's Interests in Words, Jack Frymier, 2 (Winter 1987): 128–151

Study of the "Outside Curriculum" of Students' Lives (*Are You Doing Inquiry Along These Lines?*), William H. Schubert and Carol R. Melnick, 2 (Winter 1987): 200–202

Systematic Appraisal of Teacher Performance: A Conceptual Supervision–Staff Development Model (*Are You Doing Inquiry Along These Lines?*), Ralph Fessler and Peter J. Burke, 2 (Summer 1987): 381–389

Teacher Isolation and the New Reform, David J. Flinders, 4 (Fall 1988): 17–29

Teacher Lore: A Neglected Basis for Understanding Curriculum and Supervision (*Are You Doing Inquiry Along These Lines?*), William H. Schubert, 4 (Spring 1989): 282–285

Teacher Participation in Curriculum Development: What Status Does It Have? Jean H. Young, 3 (Winter 1988): 109–121

Teachers Meet Technology: Computer Courseware Authoring in Schools, Kenneth A. Sirotnik, Claude Goldenberg, and Jeannie Oakes, 1 (Summer 1986): 316–330

Teaching: Rules, Research, Beauty, and Creation (*Perspectives and Imperatives*), John A. Zahorik, 2 (Spring 1987): 275–284

Theory, Practice, and the Double-Edged Problem of Idiosyncracy (*A Research Agenda*), Robert Donmoyer, 4 (Spring 1989): 257–270

The Thread of Humanism in the History of American Education, G. Robert Koopman, 2 (Spring 1987): 233–247

Toward Schools in the Middle: Progress and Problems, William M. Alexander, 2 (Summer 1987): 314–329

Truth Wrought in Tales: An Exploration of How Case-Study Evaluations Are Received by Those Participating in the Process, Alan G. Ryan, 2 (Summer 1987): 330–341

Unanswered Questions About the Effect of Supervision on Teacher Behavior (*A Research Agenda*), Robert H. Anderson, 4 (Summer 1989): 291–297

The Uncompleted Past: The Society for the Study of Curriculum History Celebrates Its Tenth Anniversary (*Are You Doing Inquiry Along These Lines?*), Craig Kridel and Laurel N. Tanner, 3 (Fall 1987): 71–74

Understanding Reflective Practice, Thomas J. Sergiovanni, 1 (Summer 1986): 353–359

Uniformity and Diversity: Curricular and Instructional Issues, A. Harry Passow, 2 (Summer 1987): 342–353

The Use of Concept Maps to Represent Unique Thought Processes: Toward More Meaningful Learning (*Are You Doing Inquiry Along These Lines?*), David Cohen, 2 (Spring 1987): 285–289

WCCI Research Call (*Are You Doing Inquiry Along These Lines?*), Norman V. Overly, 3 (Winter 1988): 168–171

Whence Research? Whither the *Journal*? An Editorial, Edmund C. Short, 4 (Fall 1988): 1–2

When Educators Study Play in Schools, Nancy R. King, 1 (Spring 1986): 233–246

Where We Came From: Notes on Supervision in the 1840s, Arthur Blumberg, 1 (Fall 1985): 56–65

Women as Teachers: Enlarging Conversations on Gender and Self-Concept, Janet L. Miller, 1 (Winter 1986): 111–121